

A FIVE YEAR STUDY OF THE ACADEMIC ACHIEVEMENT OF HENRY MCNEAL
TURNER HIGH SCHOOL GRADUATES AS PREDICTOR OF ACADEMIC
PERFORMANCE AT ATLANTA INSTITUTIONS OF
HIGHER LEARNING, 1952 - 1957

A THESIS
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BY
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SCHOOL OF EDUCATION

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DEDICATION

to

My Faithful Wife

Juanita Norman

and

Daughters

Jelaine

and

Jeanene

E. C. N.

ACKNOWLEDGEMENT

The writer wishes to express his thanks and appreciation to all who contributed to the successful completion of this study. He wishes especially to express direct gratitude and appreciation to the following persons: Edward James Brantley, Henry D. Hamilton, Mrs. Zenobia Terry, and Mrs. Grace Jason Perry, Registrars of Clark College, Morehouse College, Morris Brown College, Spelman College and Atlanta University respectively, and also to my advisors, Drs. E. K. Weaver, and L. E. Boyd, Professors in the School of Education, Atlanta University, Atlanta, Georgia.

E. C. N.

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CHAPTER I

INTRODUCTION

Rationale.-- Recently an article was written by Mary Irwin about the enrollment of resident students of the United States in schools of high education. In this article she states:

The population and resident student enrollment in higher education, Continental United States from 1870 to 1955, ranged from a low in 1900 of 237,592 to a high in 1955 of 2,720,929. It appears that colleges and universities attendance will continue this rapid increase into the future. Well based estimates suggested that by 1960 the enrollment will exceed 3,000,000 and by 1965 it may be close to 4,000,000.¹

Of the many problems with which the colleges are confronted, is that of selecting wisely and well the students who enroll in them. This problem exists, primarily because of the prevalent college enrollments. At present, the institutions of higher learning are not able to accommodate all persons who desire to matriculate. Some kind of screening process appears necessary in order that these institutions may be able to admit those people who can profit to the greatest extent from their college training.

In such a screening process many factors must be taken into consideration in order that those individuals who must be screened out or

¹
Mary Irwin, "Students and Students Services," American Universities and Colleges (7th ed., Washington, D. C., American Council on Education, 1956), p. 26.

eliminated will be the individuals who are least likely to succeed at the college level. One of the factors which has carried most weight in the selection of students by institutions of higher learning has been and still is, the factor of high school grades or previous academic record.

How reliable is such a criteria? To what degree of accuracy is it possible to predict college grades from high school grades. Are letter grades of "A", "B", "C", etcetera in the various subjects on the high school level equivalent to the same grades on the college level? Do the individuals with the same grade average in the high school possess approximately the same degree or amount of preparation for college work? There are many instances in which an estimate needs to be useful in helping him select one program from several alternatives, and it could also be useful in preparing him to meet probable difficulties.

In the predicting of academic achievement, great emphasis has been placed upon the intelligence test. The first usable intelligence test, developed by Binet and Simon, was followed by several American revisions, of which the revised Stanford-Binet Scale is the most widely used. The intelligence test was chiefly a test of scholastic aptitude, and much of the justification for intelligence tests has come from their presumable ability to select those students who should do well in school.¹

Success in many school tasks is dependent, in a large measure, upon a degree of mental maturity sufficient to enable the student to deal with the symbols, ideas, problems, and materials being studied. Other

1

Theodore L. Torgerson, "Educational Test and Measurements," Measurement and Evolution for the Elementary School Teacher with Implication for Corrective Procedures (2nd ed., New York: Dryden Press, 1954), pp. 25-26

factors necessary for educational success include specific skills, such as reading, writing, manual skills and an experimental background sufficiently enriched to make school tasks meaningful, and habits of concentration, attention, persistence and self-reliance.

These qualifications are summarized chiefly so that they can be recorded in condensed form as part of the child's longitudinal picture of his development and can be reported to him, to his parents, to other staff members, and to schools to which he may be later transfer. However, in many instances these summarizing grades include pseudo implications which are frequently complied because of his background, philosophical, sociological and psychological learning.

Evolution of the Problem.-- It is said that learning is fundamentally an individual and personal matter and that a person learns for himself through his own efforts, and in all probability learns more effectively in his own peculiar way. This certainly implies that learning differs. Also, the amount and quality of subject matter learned may also differ. These questions then come to the mind of the writer; Is learning a continuous process? Are the materials learned and/or mastered in high schools foundations for materials to be learned in college? How well are we preparing high school students for the transition to college life? And, how well do they achieve the goals for which they seek. The questions, surely could not be answered without some sort of investigation; and yet, one investigation, to the mind of the writer would not give the answer to all of the problems.

Even with the above mentioned questions, it is felt that the student who succeeds in high school will succeed in college and that there is no significant difference between grades made in high school and those in

college. Yet, a question still lingers. How reliable are high school grades in predicting college success? What is the relationship, if any between grades made in High School and those made in College? These questions lead to formulation of the problem involved in this study.

Contribution to Educational Knowledge.-- The probable value of this research may be characterized as follows:

1. The study may have educational value in terms of its applicability to the Turner High School situation and to the generalized situation at large.
2. The study may reflect new needs to be provided in the educational program at Turner High School.
3. Information from a study of this kind may prompt certain recommendations which may serve to improve the Turner High School educational program.
4. It may serve to encourage capable graduates to enroll in Atlanta colleges.
5. If the teachers' evaluation of students' performances are valid and objective, the results of this study should be a practical and economical channeling and guiding device for the public schools toward college pursuits.

Statement of the Problem.-- This study was concerned with the extent to which grades made in high school are useful in predicting college grades.

Limitation of the Study.-- Success was not correlated with intelligence, because intelligence test was not given to all students in high school nor college.

Purpose of the Study.-- The general purpose of this study was to determine the extent of which academic success in Atlanta Colleges can

be predicted from academic performances of graduates of Turner High School. The more specific purposes of this problem were as follows:

1. To determine how many Turner High graduates enrolled in the colleges of the Atlanta University Center.
2. To determine the average grades of the selected Turner High School student as recorded in the Turner High School records.
3. To determine the average grades in subject matter areas manifested by students in High School.
4. To determine how the average grades made in high school compare with their average college grades.
5. To determine how the average grades made in high school compare with the college freshman average grades.
6. To determine the relationship, if any, between grades made in High School and those made in college.
7. To determine the level of academic performance during career in high school.
8. To determine whether predictions can be made from high school grades.
9. To list the conclusions, implications and make recommendations.

Definition of Terms.-- Significant terms used throughout the study are defined below:

1. "Predictor" as used in this study refers to the procedure whereby success in college can be or is based upon success in high school.
2. "Grades" refer to indicated level of academic performance as given by the teacher.
3. "University System" as used in this study refer to the Negro

Colleges in Atlanta. Namely, Morris Brown, Clark, Spelman, and Morehouse for undergraduates.

4. "Academic Performances" refers to grades received from classroom work.

Locale of Study.-- The gathering of the data necessary for this study was done in Atlanta, Fulton County, Georgia, 1958-1959.

Period of the Study.-- This study included the period from 1952-1957. This period was chosen because it represented a period during which students had opportunity to graduate from Turner High School and to attend and/or graduate from college.

Method of Research.-- The descriptive survey method of research employing document records, and teacher grades were used to collect data necessary to this study.

Materials.-- The materials which were utilized in gathering the necessary data for this research were:

1. Records of the Henry McNeal Turner High School for the years 1952-1957.
2. The records of the four colleges in the Atlanta University Center for the years 1954-1958.

Procedure.-- The procedural steps used in the conduct of this study were as follows:

1. The related literature pertinent to this research were reviewed, summarized and is presented in the finished thesis copy.
2. Permission to use the records of the Turner High School graduates from 1952-1957 was obtained from the proper officials in the Atlanta Board of Education.

3. Permission to use the records of the Turner High School graduates that attended the four Atlanta colleges were obtained from the registrars of the four colleges.
4. The data abstracted from college and high school records were assembled in appropriate graphs and tables for proper descriptive and statistical treatment.
5. The analysis and interpretation of this data were accomplished as indicated by the purposes of the research.
6. The findings, conclusions, and implications recommendations derived from the analysis and interpretation of the data are included in the contents of the finished thesis copy.

Survey of Related Literature.--- The review of literature in the area of predicting college success based on success in high school is herewith presented:

A study was made by Rivett of 1,183 graduates from Detroit high schools, that enter Detroit Teachers' College and Detroit City College. This study was to discover whether or not students who do fair work in high school are more likely to succeed in college than the pupils who do excellent work.

These students were divided into three grades of scholarship according to the marks which they had received in high school. As a result of comparing the high school and college marks, the following conclusion was made: "Pupils whose scholarship is excellent in high school will do excellent work in college, that those whose scholarship is good will do good work, and those whose scholarship is fair will do fair

college work.¹

A study is reported by Froehlick, in a bulletin of the University of Wisconsin, that was made by Walter Fenno Dearborn at the University of Wisconsin of 472 students, all of whom entered the university during the years 1900-1905. This study was to determine whether high school marks alone could be used as an adequate basis for admittance to the university. From this study the following general conclusions was stated:

If a pupil has stood in the first quarter of a large class through high school, the chances are four out of five that he will not fall below the first half of his class in the university.²

While it has been found by Dailey that some students finishing in the upper quartile of their high school class failed to graduate from college and/or dropped out of college for various reasons, her study also concluded that in a general way the high school grades could serve as an indicator of success in college.

Dailey further concluded that: Those students who graduated from Washington High School with grades that placed them in the "Excellent Group" need have no fear of leaving Spelman because of low grades.

However Dailey states further that: Those students who graduated with grades that placed them in either the Good or Fair Group had about one chance in two of graduating.³

¹
B. T. Rivett, "Marks of Students in High School and Higher Institution," School Review, XXXII. (September, 1929), pp. 752-56.

²
Gustav J. Froehlick, "The Prediction of Academic Success at the University of Wisconsin," Journal of Educational Psychology, XXVII (1944) pp. 4-5.

³
M. E. Dailey, "A Study of the Success of Booker T. Washington High School Students who Entered Spelman College during the year 1936-1941," Atlanta University M. A. thesis, Atlanta, Georgia, 1942, pp. 70-72.

In discussing a student's success in school, Cruze states:

Success in any school task is dependent in large measure, upon a degree of mental maturity sufficient to enable the pupil to deal with the symbols, ideas, problems and materials being studied. Other factors necessary for educational success include specific skills such as reading, writing, and manual skills; an experimental background sufficiently rich to make school task meaningful and develop habits of concentration, attention, persistent and self-reliance.

Cruze points out further that:

Many studies have been made of the relationship between intelligence and achievement in the different phases of school program. These studies reveal correlation coefficient ranging from .30 to above .75 between grades obtained and intelligence test scores. It is noteworthy that the highest coefficients are obtained in the elementary schools and the lowest at college level. This would seem to indicate that many variable other than intelligence influence academic achievement in college.¹

To predict a child's success in school due to his parental background could be a good argumentative project. For certainly in the life time of the writer, it has been demonstrated that in some cases, children from average homes were successful in their pursuit of their quest for a more advanced education. In discussing this issue Beavers states: "The parents of today's adolescent were either in armed forces or on the home front, taking part in the 'war to end wars' and toward making the world 'safe for democracy'."

Beavers believes, like the writer, that the parental background of the student could not be used as an indices for predicting his success of students while in college and contribute to their success later in life.²

¹

Wendell W. Cruze, "School Achievement in Relation to Mental Ability", Educational Psychology (5th ed. New York: Ronald Press Company, 1942), pp. 159-60.

²

Marion B. Beavers, "Students Reflecting the Family-World Scene," School and Society (Feb. 1949), pp. 25-26.

Several other conclusions found in literature pertinent on the study of predicting college success based on success in high school are also presented here:

Travers in his study of Prediction of College Success concluded "that the best predictor of college marks are high school percentile ranks. These percentile ranks were taken from scores made in the Ohio State Psychological Examination and the A. C. E. (Examination for College Freshman)."¹

In his study of Predicting Scholastic Achievement Stephens "feels that at the college level, where the problem of selection is especially acute, high school grades gives a somewhat better prediction than any other index."² However Baker "explains that the weighing of the different college subjects on the individual high variable shows great variation. High school history seems to be of considerable importance for English **1A** but not for Chemistry **1A**. Success of a student, said Baker, depends on the program that he elects to take."³

The author must record here that Davidson in his article "What Does Graduation With High Class Standing Mean?", pointed out that high class standing has little effect on a person's success in life. Davidson states that:

The primary qualification for admission to college should be the ability to profit by the instruction which the college

¹
R. M. Travers, "Prediction of College Achievement," Journal of Higher Education, XXXIV (1954), p. 432.

²
J. M. Stephens, "Predicting Scholastic Achievement," Educational Psychology (2nd ed. New York: Henry Holt and Company, 1956), pp. 173-74.

³
E. C. Baker and G. A. Baker, "Factor Analysis of High School Variable and Success in University Subjects for the First Semester in the University," Journey of Experimental Education, 24 (June, 1956), pp. 315-18.

has to offer. This investigation indicates very clearly that the previous rankings of pupils in the accredited high school furnishes a satisfactory means for forecasting the likelihood of successful work at the university.¹

Lloyd Jones at Northwestern made a study to discover whether or not students who rank high academically in high school also maintain high rank in college. She concluded that:

1. High ranks in high school tend to be associated with high ranks in college scholarship.
2. Rank in high school graduation also is more clearly associated to future success than the average high marks.²

In discussing marks or grades as a predictor of students success, it is to be noted that some marks given students are more subjective than objective. In discussing this point Symond and Jackson made the following statement about how behavior may affect school marks. They state:

It is frequently stated in discussion on school marks that marks are invalid as measures of achievement partly because teachers let their biases toward pupils warp their judgment. The pupil who is neat, clean, well mannered, orderly, prompt and zealous in his application toward school work tends to get marks higher than his achievement warrants, so we are told; while the pupil who is rude, insolent, disorderly and lazy tends to get lower marks than he deserves.³

R. M. W. Travers and W. L. Wallace in reporting on their study, "Inconsistency in the Prediction" relates that their study showed an apparent inconsistency. They found out that tests had some predictive value when they were given to the group admitted in 1948, but practically

¹ H. C. Davidson, "What Does Graduation With High Class Standing Mean?" Schools and Society, LXX (1949), pp. 312-13.

² Esther M. Lloyd-Jones, "Students Achievement" A Student Personnel Program for Higher Education. (New York: McGraw-Hill Book Company, 1938), p. 46.

³ Percival M. Symonds and Claude E. Jackson, "Measurement In the Personality Adjustment of High School Pupils," Educational Psychology (1st ed. New York: Ronald Press Company, 1935).

no predictive value when these same tests were given to the previous class.¹

Dr. Paul Horst, a psychologist who as head of a university's counseling and testing services has set up a system to forecast students grades. On the basis of 2,233 freshman tested in 1953, Horst proved ninety per cent correct.

Dr. Horst's system was based on a student's high school record plus seven aptitude tests. "The record and results of the test were fed into an electronic computer that processed these results by predicting the grades that the students would make. Thus far it has been ninety per cent correct."²

Summary of the Related Literature.— Several pieces of related literature pertinent to this study are summarized in the statements that follow:

Rivett found that pupils whose scholarship is excellent in high school will do excellent work in college, that those whose scholarship is good in college will do good work, and those whose scholarship is fair will do fair college work.

Froehlick at the University of Wisconsin found that if a pupil has stood in the first quarter of a large class through high school, the chances are four out of five that he will not fall below the first half of his class in the university.

Lloyd-Jones at the Northwestern University found that:

1. High ranks in high school scholarship tend to be associated

¹R. M. W. Travers and W. L. Wallace, "Inconsistency In The Prediction," Journal of Applied Psychology, Vol. 34:4 (August, 1950), pp. 237-41.

²Paul Horst, "Academic Form Chart," Life Magazine, Vol. XXXX (January 9, 1956), p. 49.

with high ranks in college scholarship.

2. Ranks in high school graduating class is more clearly associated with the future success than the average high marks.

Dr. Horst, a psychologist at the University of Washington found that his system of forecasting student grades 90% right as an academic tipster. Dr. Horst system is based on high school records plus seven aptitude tests.

Dailey found that those students who graduated from high school with grades that placed them in the "Excellent Group" need have any fear of leaving college because of low grades.

She also found that those students who graduated with grades that placed them in either the good or fair group had about one chance in two of graduating.

Cruze stated that success in any school task is dependent in large measure upon degree of mental maturity sufficient to enable the pupil to deal with the symbols, ideas, problems and materials being studied. Other factors necessary for educational success include specific skills such as reading, writing, and manual skills; an experimental background sufficiently rich to make school task meaningful and develop habits of concentration, attention, persistent and self-reliance.

Beavers believes that the parental background of the students could not be used as indices for predicting his success, but that various activities, self discipline and environmental conditions exert influence on the success of the students while in college and contribute to their success in later life.

Travers found that the best predictor of college marks are high

school percentile ranks.

Stephens found that at the college level, high school grades gives a somewhat better prediction than other index.

Baker found that success depends on the program that he elects to take.

Davidson found that the previous ranking of pupils in the accredited high school furnished a satisfactory means for forecasting the likelihood of successful work at the university.

Symond and Jackson found that marks are invalid as measures of achievement partly because teachers let their biases toward pupil warp their judgment. The pupil who is neat, clean, well mannered, orderly, prompt and zealous in his achievement warrants, while the pupil who is rude, insolent, disorderly and lazy tends to get lower marks than he deserves.

Travers and Wallace found that tests when given to predict success are inconsistent.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

Introductory Statement.— The purpose of this chapter is to present, analyze, and interpret the data gathered from the permanent records of the graduates of Henry McNeal Turner High School, Atlanta, Georgia from 1952 to 1957.

Throughout this chapter, the letter grades A, B, C, D, and F, as taken from the records of the high school and colleges, were converted into numerical values of 4, 3, 2, 1, and 0, respectively.

In the latter part of this chapter, beginning with Table 7, the letter "x" refers to college the letter "y" refers to high school.

Organization of Data.— The present chapter will present, analyze and interpret data on the achievement of students graduating from Turner High School and attending colleges in the Atlanta University system.

Background Information.— The following information concerning the background of the 653 graduates of Turner High School and of their parents occupation was ascertained by reviewing the personal data sheets and permanent records of the graduates as kept by the High School.

The data on occupational status of parents of graduates of Turner High School from 1953 through 1957 is shown in Table 1. The data reveals that of the 117 parents of graduates in 1953, only four were professional and semi-professional workers; twenty-five were farmers;

TABLE 1

OCCUPATIONAL STATUS OF PARENTS OF GRADUATES OF TURNER HIGH SCHOOL FROM 1953 THROUGH JUNE, 1957

| Occupations | 1953 | | | 1954 | | | 1955 | | | 1956 | | | 1957 | | | Total |
|--|------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|------|-------|-------|-------|
| | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total | |
| Professional and Semi-Professional Workers | 1 | 3 | 4 | 5 | 8 | 13 | 6 | 8 | 14 | 10 | 13 | 23 | 15 | 21 | 36 | 90 |
| Farmers and Farmer Managers | 21 | 4 | 25 | 10 | 6 | 16 | 3 | 1 | 4 | 1 | - | 1 | 0 | 0 | 0 | 46 |
| Proprietors, Managers (except farm) | 4 | 2 | 6 | 8 | 3 | 11 | 8 | 13 | 21 | 2 | 5 | 17 | 0 | 16 | 16 | 71 |
| Clerical Workers | 3 | 15 | 18 | 12 | 13 | 25 | 4 | 12 | 16 | 1 | 8 | 9 | 2 | 9 | 11 | 79 |
| Salesman and Saleswoman | 0 | 2 | 2 | 8 | 5 | 13 | 0 | 3 | 3 | 1 | 9 | 10 | 6 | 24 | 10 | 38 |
| Craftmen and Foremen, etc. | 1 | 0 | 1 | 20 | 18 | 38 | 3 | 8 | 11 | 5 | 6 | 11 | 8 | 5 | 13 | 74 |
| Operatives and Kindred Workers | 3 | 4 | 7 | 8 | 9 | 17 | 6 | 20 | 26 | 8 | 12 | 20 | 3 | 14 | 17 | 87 |
| Domestic and Service Workers | 4 | 20 | 24 | 3 | 27 | 27 | 30 | 2 | 28 | 30 | 0 | 44 | 44 | 0 | 87 | 215 |
| Laborers | 15 | 2 | 17 | 40 | 2 | 42 | 79 | 0 | 79 | 98 | 3 | 101 | 123 | 0 | 123 | 362 |
| Homemakers | 0 | 6 | 6 | 0 | 0 | 35 | 35 | 0 | 12 | 32 | 0 | 29 | 29 | 0 | 6 | 108 |
| Unemployed | 7 | 0 | 7 | 6 | 4 | 10 | - | 3 | 4 | 6 | 1 | 7 | 0 | 3 | 3 | 31 |
| Total | 59 | 58 | 117 | 120 | 130 | 250 | 112 | 128 | 240 | 142 | 130 | 272 | 160 | 162 | 322 | 1201 |

twenty-four were domestic workers; eighteen were clerks or had a job as clerk helpers or assistants; seventeen were laborers and seven were unemployed.

Out of the fifty-eight female parents accounted for only six were homemakers. Out of the fifty-nine male parents, seven were unemployed.

The total number of parents of the 1954 graduates accounted for was 250. Out of this number there were 120 male and 130 female parents accounted for. The data in Table 1 also indicates that of the 250 parents in 1953, were thirteen who listed their occupation as being professional or semi-professional. There were thirty-five female parents listed as homemakers or housewife; forty-two as laborers. Out of the 240 parents in 1955 the largest number was listed as laborers. However the data reveals that there were fourteen professionals, twenty-one proprietors or managers; sixteen clerical workers; eleven craftsmen and/or foremen; twenty-six operators of machines; thirty domestic workers. and thirty-two housewives or homemakers.

Of the 272 parents in 1956, there were 101 whose occupations was listed as laborers. The data further indicated that there were twenty-three professionals; seventeen proprietors and/or managers; nine clerical workers; ten salesmen; eleven were craftsmen and/or foremen; twenty were operators; forty-four domestic workers; twenty-nine were homemakers; seven were unemployed; and only one was a farmer. Of the 322 parents in 1957, thirty-six were listed as professional and/or semi-professional workers; sixteen as proprietors or managers; eleven as clerical workers; ten as salesmen; thirteen craftsmen and/or foremen; seventeen as operators; eighty-seven domestic and service workers; 123 as laborers; six as housewives or homemakers; and three unemployed. The above data is totaled

are presented in Table 2.

TABLE 2

OCCUPATIONAL STATUS OF PARENTS OF GRADUATES OF
TURNER HIGH SCHOOL FROM JUNE, 1953 THROUGH
JUNE, 1957

| Occupation | Men | | Women | | Total | |
|--|--------|----------|--------|----------|--------|----------|
| | Number | Per Cent | Number | Per Cent | Number | Per Cent |
| Professional and Semi-Professional Workers | 37 | 6.2 | 53 | 8.5 | 90 | 7.49 |
| Farmers and Farm Workers | 35 | 5.9 | 11 | 1.8 | 46 | 3.84 |
| Proprietors, Managers and Official (Except Farm) | 32 | 5.3 | 39 | 6.4 | 71 | 5.91 |
| Clerical and Kindred Workers | 22 | 3.7 | 57 | 9.3 | 79 | 6.58 |
| Salesman and Sales Woman | 15 | 2.5 | 23 | 3.9 | 38 | 3.12 |
| Craftsmen, Foreman, and Kindred Workers | 37 | 6.2 | 37 | 6.0 | 74 | 6.16 |
| Operative and Kindred Workers | 28 | 4.8 | 59 | 9.7 | 87 | 7.24 |
| Domestic Service Workers | 9 | 1.5 | 206 | 33.8 | 215 | 17.90 |
| Laborers | 355 | 9.8 | 7 | 1.1 | 362 | 30.14 |
| Homemakers | 0 | 0.0 | 108 | 17.7 | 108 | 8.99 |
| Unemployed | 23 | 3.8 | 8 | 1.3 | 31 | 2.58 |
| Total | 593 | 99.7 | 608 | 99.5 | 1201 | 99.95 |

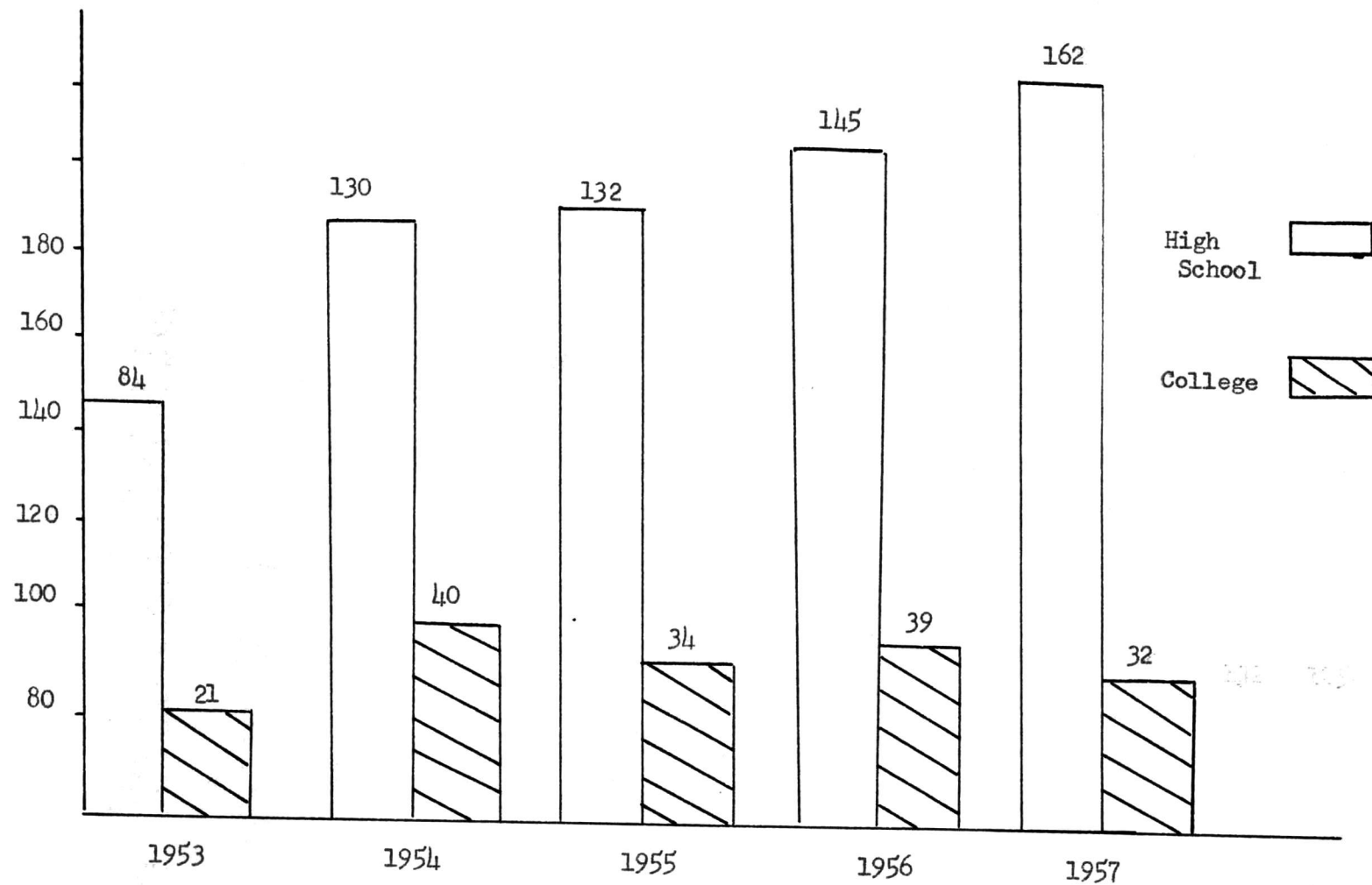
The data indicates that the graduates of Turner High School from 1953 through 1957 listed a grand total of 1,201 parents. This number does not represent two parents for each child. The writer did not delve into reasons

his interest was only in their occupational status to give some concrete facts about students' background.

Of the 1,201 parents listed, 593 were male and 108 were female. The writer feels it's safe to conclude that the graduates of Turner High School came from average families, because as the data shows, 362 or 30.14 per cent of the parents were employed as laborers and 215 or 17.90 per cent as domestic service workers. These two occupations cover 577 or 48.04 per cent of the total listed as professional or semi-professionals.

Number of Students That Graduated from Henry McNeal Turner High School, and the Number that Enrolled in Atlanta Colleges and Percentages Attending College.-- According to the information obtained from permanent record cards, cumulative records and students personal data sheets the data as revealed in Graph 1, page 20, and Table 3, page 21, indicate that in the year 1953 there were eighty-four students graduated from the Turner High School. Of this number twenty-one or 25 per cent of these students enrolled in colleges in Atlanta; of the 130 students graduated in 1954, forty or 30.7 per cent enrolled and/or attended college in Atlanta. Of the 132 students graduated in 1955; thirty-four or 25.7 per cent enrolled in colleges; and, of the 162 graduates in 1957, thirty-two or 19.7 per cent enrolled in Atlanta colleges. The data in Table 3 further reveals that during five years from 1953 through 1957, there were a total of 653 students graduated from the Turner High School. Of this number 166 or 25.4 per cent enrolled in colleges in Atlanta, Georgia.

Distribution of Student College Enrollees.-- Information concerning the number of graduates from Turner High School which was and is enrolled in Atlanta was obtained from the registrars and records of the colleges. A fraction of the information was compiled and forms the data in Table 4,



Graph. 1.- Number of students that graduated from Henry McNeal Turner High School and the number that enrolled in Atlanta, Georgia.

TABLE 3

NUMBER OF STUDENTS GRADUATED FROM THE HENRY MCNEAL
TURNER HIGH SCHOOL AND PERCENTAGE OF THOSE
STUDENTS THAT ENROLLED IN ATLANTA COL-
LEGES FROM THE YEAR 1953 THROUGH
1957

| Year | Number of Graduates | Number Attending College | Percentage Attending College |
|-------|------------------------|-----------------------------|---------------------------------|
| 1953 | 84 | 21 | 25 |
| 1954 | 130 | 40 | 30.7 |
| 1955 | 132 | 34 | 25.7 |
| 1956 | 145 | 39 | 26.8 |
| 1957 | 162 | 32 | 19.7 |
| Total | 653 | 166 | 25.4 |

TABLE 4.

NUMBER OF STUDENTS ENTERING ATLANTA COLLEGES FROM
HENRY MCNEAL TURNER HIGH SCHOOL, 1953-1957

| College | 1953 | 1954 | 1955 | 1956 | 1957 | Total for Each College |
|---------------------------|------|------|------|------|------|------------------------------|
| Clark | 9 | 22 | 23 | 21 | 15 | 90 |
| Morehouse | 5 | 2 | 2 | 2 | 7 | 21 |
| Morris Brown | 2 | 8 | 1 | 7 | 2 | 20 |
| Spelman | 5 | 8 | 8 | 6 | 8 | 35 |
| Total Entering College | 21 | 40 | 34 | 39 | 32 | 166 |

This data indicated that in 1953, twenty-one of the graduates entered colleges in Atlanta; in 1954, forty; in 1955, thirty-four; in 1956, thirty-nine and in 1957, thirty-two. From 1953 through 1957, there has been a total of 166 graduates of Turner High School entering Atlanta colleges. The data further reveals that each year, Turner graduates were represented in each of the four Atlanta colleges. Namely: Clark, Morehouse, Morris Brown, and Spelman.

Of the total 166 graduates in Atlanta colleges ninety enrolled in Clark College, twenty in Morris Brown College, thirty-five in Spelman College and twenty-one in Morehouse College.

College Average Grades.-- The information concerning grades was obtained from the registrars at the colleges, and was compiled to form the data in Table 5.

TABLE 5

GRADUATES OF TURNER HIGH SCHOOL, ENROLLMENT IN ATLANTA COLLEGES, PERCENTAGE OF ENROLLMENTS, AVERAGE OF HIGH SCHOOL ACHIEVEMENT AND AVERAGE OF COLLEGE ACHIEVEMENT

| Year | Number of Graduates | Number of Graduates Enrolled in Atlanta Colleges | Percentage of Graduates Who Enrolled in Atlanta Colleges | Average of High School Achievement | Average of College Achievement |
|-------|---------------------|--|--|------------------------------------|--------------------------------|
| 1953 | 84 | 21 | 25 | 2.56 | 1.26 |
| 1954 | 130 | 40 | 30.7 | 2.67 | 1.89 |
| 1955 | 132 | 34 | 25.7 | 2.87 | 1.71 |
| 1956 | 145 | 39 | 26.8 | 2.68 | 1.60 |
| 1957 | 162 | 32 | 19.7 | 2.97 | 1.88 |
| Total | 653 | 166 | 25.4 | 2.75 | 1.66 |

The data reveals the academic high school average of the entire period was 2.75. The academic high school averages for the years are: 1953-2.56; 1954 - 2.67; 1955 - 2.87; 1956 - 2.68 and 1957 - 2.97. This data would appear to indicate that these students were of average ability and above average abilities and should make ideal college students.

The data also reveals that the academic college freshman average for the entire period was 1.66. The average for these students at the end of the freshman year were 1.26. The average for these students at the end of the freshman year were 1.26 in 1953; 1.89 in 1954; 1.71 in 1955; 1.60 in 1956 and 1.88 in 1957. This data indicates that the students were not achieving grades comparable to those made in high school. The writer did not seek to ascertain why - since he was only concerned with predicting the success of students in college by his high school records.

Average of College Grades in Five Subject Areas.-- As a further analysis of performance, data was gathered and computed for five subject areas (See Table 6).

TABLE 6

AVERAGE OF COLLEGE GRADES IN FIVE SUBJECT AREAS OF HENRY MCNEAL
TURNER HIGH SCHOOL GRADUATES WHO ENROLLED IN ATLANTA
COLLEGES, 1953-1957

| Subject Areas | Averages Made For Each Year | | | | | Total Averages |
|------------------|-----------------------------|------|------|------|------|-------------------|
| | 1953 | 1954 | 1955 | 1956 | 1957 | |
| English | 1.20 | 1.35 | 1.68 | 1.59 | 1.90 | 1.55 |
| Mathematics | 1.70 | 1.60 | 1.62 | 1.66 | 2.13 | 1.74 |
| Social Science | 1.50 | 3.93 | 2.06 | 1.88 | 1.75 | 2.23 |
| Science | .93 | 1.05 | 1.81 | 1.94 | 1.78 | 1.50 |
| Foreign Language | 1.00 | 1.53 | 1.19 | 1.83 | 1.83 | 1.48 |

Mathematics, Social Studies, Science and Foreign Languages. It is to be noted that here in 1953, the graduates of Turner High School achieved average grades ranging from a low of .93 in Science to a high of 1.70 in mathematics. Their average grade in English, for the same period was 1.20; in Social Science, 1.50, in Foreign Language 1.00.

In 1954 the Turner High School graduates made average college grades ranging from a high of 3.93 in Social Science to a low of 1.05 in Science. Their average grade in English was 1.35; in Mathematics 1.60; in Foreign Languages 1.53. The average grades of the 1954 Turner High graduates were higher than those of the 1953 graduates in all fields except Mathematics. The data (See Table 6) reveals a decrease of .10 in Mathematics.

The average college grades of the 1955 graduates of Turner High School ranged from a high of 2.06 in Social Studies to a low of 1.19 in Foreign Languages. The average grade made in English was 1.68; in Mathematics 1.62 and in Science 1.81. The 1955 graduates average scores or grades were higher than those of the 1954 graduates in English, Mathematics and Science. However, they were lower in Social Science and Foreign Languages.

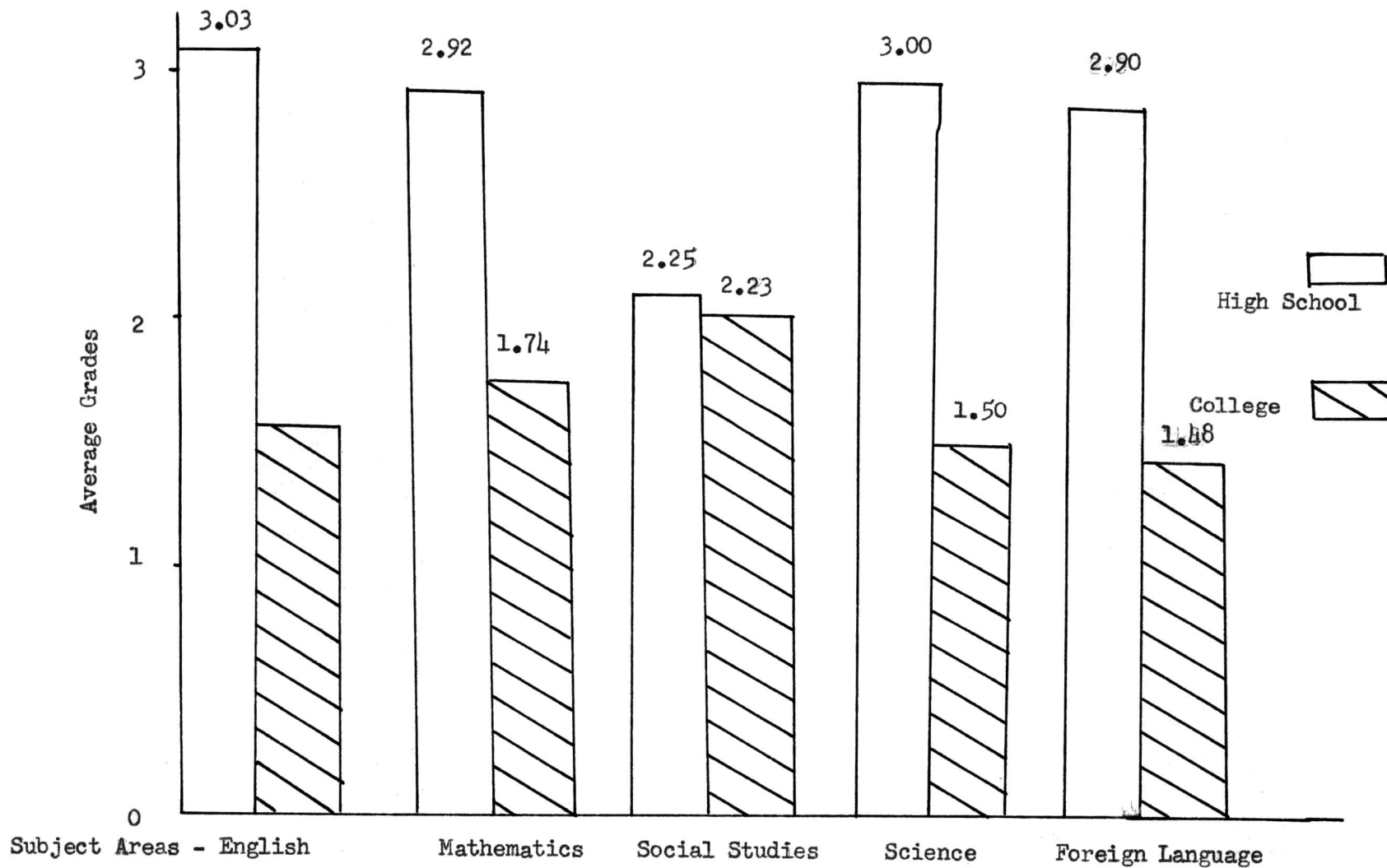
The average college grades of the 1957 graduates of Turner High School ranged from a high of 2.13 in Mathematics to a low of 1.75 in Social Science. The average made in English was 1.90; in Science 1.78 and in Foreign Languages 1.83. The average grades of the 1957 graduates in Foreign Languages was the same as the 1956 graduates. However, the 1957 graduates scored higher than the 1956 graduates in English and Mathematics; and scored lower in Social Science and Science.

If one was to predict the students college achievement based on his high achievement averages, one would say that the graduates of Turner High

School should make above average grades in college. The 1953 graduates had an average of 2.56; (See Table 5); the 1954 graduates average was 2.67; the 1955 graduates 2.87; the 1956 graduates 2.68; the 1957 graduates average was 2.75. The graduates had an overall high school average of 2.75. This figure would of necessity cause one to believe as well as to predict that these students could and would adjust to college life as well as achieve above average grades.

Comparative Average Marks.--- The average of the Turner High School graduates from 1953 through 1947 is presented in graphic form for comparative purpose. (See Graph 2). The high school average for the 166 students in the area of English, Mathematics, Social Studies, Science and Foreign Languages were: English 3.03, Mathematics 2.92; Social Studies 2.25, Science 3.00 and Foreign Languages 2.90. The academic averages of performances of these students while in college in these same areas were: English 1.55, Mathematics 1.74, Social Studies 2.23, Science 1.50 and Foreign Languages 1.48. Indications here are that students highest in English in high school, ranked third in English in college. Students ranked second in Science in high school but fourth in Science in college. Students ranked third in Mathematics in high school also ranked third in Mathematics in college. The students ranked fourth in Foreign Languages in high school, ranked fifth in Foreign Languages in high school, ranked fifth in Foreign Languages in college. The students ranked fifth in Social Studies in high school ranked first in Social Studies in college.

The writer wishes to clarify here that his method of ranging the student achievement stems from the arrangement of average grades and not how these grades compared with averages made by other students in the same colleges.



Graph. 2- Average marks for college and high school subject matter areas that are common to both high school and college.

The data in Graph 2, page 26, indicates that all of the average grades made in college by the Turner High School graduates from 1953 to 1957 were lower than those made by the same students in the high school. The graph reveals that only in Social Studies did they attain an average in college close to the one in high school. In all of the other areas the average was exceedingly low.

The data as revealed in Table 7 indicates that the twenty-three freshmen attending one or more of the colleges in the Atlanta University system achieved a mean average in high school Science of 3.0. The data

TABLE 7

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE IN SCIENCE
OF TWENTY-THREE COLLEGE FRESHMEN WHO WERE GRADUATES
OF TURNER HIGH SCHOOL

| | | | |
|-------------|----------------------------|-------------|---|
| Number = 23 | Mean X = 2.0 Mean Y = 3 | MX-MY = 1.0 | r = .189 Critical Value for "r".515 |
|-------------|----------------------------|-------------|---|

further indicates that these same students, during their freshman year achieved a mean average in college science of 2.0. This shows a difference of 1.0 in the mean averages of high school and college science. The "r" of .189 shows little relationship between grades made in high school science and those in freshman college science. The critical value of "r" was .515 which showed that the correlations is insignificant. Therefore, the data implied that there was not a significant relationship between grades made in high school and college science by the college freshman group.

The data in Table 8 indicates that the twenty-three graduates of

TABLE 8

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE SOCIAL
STUDIES OF TWENTY-THREE COLLEGE FRESHMEN WHO WERE
GRADUATES OF TURNER HIGH SCHOOL

| | | |
|-------------|--------------|--|
| Number = 23 | Mean X = 1.5 | r = .620 Critical Value for "r" .515 |
| | MX-MY = 0.5 | |
| | Mean Y = 2.0 | |

Turner High School finishing their college freshman year achieved a mean average in high school Social Studies of 2.0. In college the same students achieved a mean average in Social Studies of 1.5 showing a slight difference between the two average means of 0.5.

The "r" of .620 indicates that there is a definite relationship between the averages made in high school and college Social Studies. The critical value of "r" was .515., showing the "r" is significant and that the grades in high school social studies could be used to predict the performances of college freshmen in the area of social studies.

The data in Table 9 indicates that the twenty-three freshmen achieved a mean average in college freshman Mathematics of 2.0; this shows a difference between these two average means of 1.0. The "r" of .245

TABLE 9

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE MATHEMATICS
MADE BY TWENTY-THREE FRESHMEN WHO WERE GRADUATES OF TURNER
HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|-------------|---------------|--|
| Number = 23 | Means X = 2.0 | r = .245 Critical Value of "r" .515 |
| | MX-MY = 1.0 | |
| | Means Y = 3.0 | |

indicates that this correlation was insignificant.

The data in Table 10 reveals that the twenty-three college freshmen students maintained mean average in high school English of 3.0. These

TABLE 10

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE ENGLISH OF
TWENTY-THREE COLLEGE FRESHMEN WHO WERE GRADUATES OF HENRY
MCNEAL TURNER HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|-------------|---------------|----------------|
| Number = 23 | Means X = 1.0 | r = .055 |
| | MX-MY = 2.00 | Critical Value |
| | Means Y = 3.0 | for "r" .515 |

same students during their freshman college year maintained a mean average of 1.0 in college English. This actually shows an mean difference of 2.0 in this subject area. The "r" of .055 shows that there were no significant relationship between these averages.

The data in Table 11 indicates that the twenty-four college sophomore students who were graduates of Turner High School, Atlanta, Georgia

TABLE 11

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE SOCIAL
STUDIES OF TWENTY-FOUR SOPHOMORE COLLEGE STUDENTS
WHO WERE GRADUATES OF TURNER HIGH SCHOOL,
ATLANTA, GEORGIA

| | | |
|-------------|--------------|----------------|
| Number = 24 | Mean X = 2.0 | r = .030 |
| | MX-MY = 1.0 | Critical Value |
| | Mean Y = 3.0 | for "r" .505 |

achieved a mean average of 3.0 in high school social studies. These same students achieved a mean average of 2.0 in their college course of social studies; showing a difference of 1.0 in the two means. The "r"

of .430 shows an insignificant reliability between scores made in high school social studies and those in college social studies.

The data in Table 12 indicates that the twenty-six sophomore college students who were graduates of Turner High School achieved a mean average of 3.0 in high school Mathematics. These same students achieved a mean

TABLE 12

CORRELATIONS OF GRADES IN HIGH SCHOOL AND COLLEGE MATHEMATICS
OF TWENTY-SIX SOPHOMORE COLLEGE STUDENTS WHO WERE
GRADUATES OF TURNER HIGH SCHOOL, ATLANTA
GEORGIA

| | | |
|-------------|--------------|--------------------------------|
| Number = 26 | Mean X = 2.0 | |
| | MX-MY = 1.0 | r = .121 |
| | Mean Y = 3.0 | Critical Value for "r" .487 |

average of 2.0 in college Mathematics showing a difference of 1.0 in the two means. The "r" of -.121 was negative and too small to conclude significant relation.

Of the twenty-four graduates of Turner High School enrolled in Atlanta colleges for the second year, the data in Table 13 reveals that the mean average grade point in college Science was 2.0. In high school

TABLE 13

CORRELATIONS OF GRADE IN HIGH SCHOOL AND COLLEGE SCIENCE
OF TWENTY-FOUR SOPHOMORE COLLEGE STUDENTS WHO WERE
GRADUATES OF TURNER HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|-------------|--------------|-------------------------------|
| Number = 24 | Mean X = 2.0 | |
| | MX-MY = 1.00 | r = .436 |
| | Mean Y = 3.0 | Critical Value of "r" .505 |

science the mean point average for the same students was 3.0 showing a difference of 1.0 in their mean point average. The "r" of .436 was positive but not large enough to warrant the conclusion that the indicate relationship was significant. Therefore, the relationship was insignificant between grades made in high school and college.

The data in Table 14 indicates that thirty sophomore college students maintained a mean average of 3.0 in high school. These same students achieved a mean average of 2.0 in college showing a difference of 1.0.

TABLE 14

CORRELATIONS OF GRADES IN HIGH SCHOOL AND COLLEGE ENGLISH OF
THIRTY SOPHOMORE COLLEGE STUDENTS WHO WERE GRADUATES FROM
TURNER HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|-------|--------------|-------------------|
| N= 30 | Mean X = 2.0 | |
| | MX-MY = 1.00 | |
| | Mean Y = 3 | |
| | | r = .087 |
| | | Critical Value of |
| | | "r" .456 |

The "r" of .087 was too small to warrant the conclusion that the indicated relationship was significant. Therefore, the data implied that this was no significant relationship between grades made in high school and college English by the Sophomore group.

The data in Table 15 indicated that the six junior college students who were graduates of Turner High School, Atlanta, Georgia, achieved a mean average grade in high school science of 3.5. These same students achieved average grade in high school science of 3.5. These same students achieved a mean point average grade in their college science of 2.5, indicating a difference of 1.0 in the two means. The "r" of 1.13 was too small to warrant the conclusion that the indicated relationship was

TABLE 15

CORRELATION OF GRADES IN SCIENCE OF SIX JUNIOR COLLEGE
STUDENTS WHO WERE GRADUATES OF TURNER HIGH SCHOOL
ATLANTA, GEORGIA

| | | | |
|------|--------------|--------------------------|------|
| N= 6 | Mean X = 2.5 | | |
| | MX-MY = 1.0 | | |
| | Mean Y = 3.5 | r = .113 | |
| | | Critical Ratio of "r" | .879 |

significant.

The data in Table 16 indicates that the six junior college students who were graduates of Turner High School, Atlanta, Georgia achieved a mean average grade in high school social studies of 3.5. These same students achieved a mean point average grade in their college social studies of 2.5 indicating a difference of 1.0 in the two means. The r of $-.169$ indicates a slightly negative but insignificant relationship.

TABLE 16

CORRELATION OF GRADES IN SOCIAL SCIENCE OF SIX JUNIOR COLLEGE
STUDENTS WHO WERE GRADUATES OF TURNER HIGH SCHOOL,
ATLANTA, GEORGIA

| | | | |
|-----|--------------|--------------------------|------|
| N=6 | Mean X = 2.5 | | |
| | MX-MY = 1.0 | | |
| | Mean Y= 3.5 | r= .169 | |
| | | Critical Ratio of "r" | .874 |

The data in Table 17 reveals that the six junior college students who were graduates of Turner High School achieved a mean average of 3.0 in High School Mathematics. The data further reveals that these same

students achieved a mean average grade in college mathematics of 3.0 indicating that there were no difference in the means. The "r" of .185 shows that there is a insignificant relationship between the college and high school average grades in mathematics.

TABLE 17

CORRELATIONS OF HIGH SCHOOL AND COLLEGE MATHEMATICS IN GRADES
OF SIX COLLEGE JUNIORS WHO WERE GRADUATES OF TURNER HIGH
SCHOOL

| | | | |
|-----|--------------|--------------------------|------|
| | Mean X = 3.0 | | |
| | MX-MY = 0 | r = | .185 |
| N=6 | Mean Y = 3.0 | Critical Ratio of "r" | .874 |

The data in Table 18 indicates that the six college juniors achieved a mean average grade in high school english of 3.5 these same students during three years of college achieved a mean of 1.0 in the means. The "r" of .075 showed that there is no significant relationship between English grades in High School and College and therefore should not be used to predict performances.

TABLE 18

CORRELATIONS OF HIGH SCHOOL AND COLLEGE ENGLISH GRADES OF SIX
COLLEGE JUNIORS WHO WERE GRADUATES OF TURNER HIGH SCHOOL

| | | | |
|-----|--------------|-----------------------|------|
| | Mean X = 2.5 | | |
| | MX-MY = 1.0 | r = | .075 |
| N=6 | Mean Y = 3.5 | Critical Ratio of "r" | .874 |

The data in Table 19 reveals that in 1947 there were twelve students graduating from Atlanta Colleges who were graduates of Turner High School. The data also indicates that these twelve students achieved a mean point average in High School English of 3.50. During the four years in college these same students achieved a mean average of 2.07 showing a difference of 1.43 between the two means. The "r" of .312 showed an insignificant relationship.

TABLE 19

CORRELATION BETWEEN GRADES IN HIGH SCHOOL AND COLLEGE ENGLISH
OF TWELVE COLLEGE GRADUATES WHO WERE ALSO GRADUATES OF TURNER
HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|------|--------------------------|----------------------------|
| | Mean X = 2.07 | |
| | MX -MY = 1.43 | r = .312 |
| N=12 | Mean Y = 3.50 | Critical Ratio of "r" .684 |

The data in Table 20 reveals that the seven Atlanta College graduates who were also graduates of Turner High School, Atlanta, Georgia, achieved a mean point average in High School French of 3.1. The data further reveals that these same students achieved a mean point average in college French of 2.6 showing a difference of 0.5 in the two means. The "r" of -.324 shows that there is a negative relationship between high school and college grades in French. That is, if one does well in high school French, he will do just the opposite in college, but this relationship was insignificant.

TABLE 20

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE FRENCH OF
ATLANTA COLLEGEGRADUATES, WHO WERE ALSO GRADUATES
OF TURNER HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|------|--------------|-------------------------------|
| N= 7 | Mean X = 2.6 | |
| | MX-MY= 0.5 | r = .325 |
| | Mean Y = 3.1 | Critical Value of "r" .834 |

The data in Table 21 indicated that the twelve Atlanta college graduates who were graduates of Turner High School, Atlanta, Georgia, achieved a mean point average in High School Social Science of 3.40. These same students achieved a mean point average in college social studies of 2.25 showing a difference of 1.15 in the two means. The "r" of .330 showed that there is a insignificant relationship between the grades made in high school and college in the area of social science.

TABLE 21

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE SOCIAL
SCIENCE OF TWELVE ATLANTA COLLEGE GRADUATES WHO
WERE GRADUATES OF TURNER HIGH SCHOOL, ATLANTA,
GEORGIA

| | | |
|-------------|---------------|--------------------------------|
| Number = 12 | Mean X = 2.25 | |
| | MX-My = 1.15 | r = .330 |
| | Mean Y = 3.40 | Critical Value for "r" .684 |

The data in Table 22 reveals that the eight Atlanta college graduates who were graduates of Turner High School, Atlanta, Georgia Achieved a mean

TABLE 22

CORRELATION OF GRADES IN HIGH SCHOOL AND COLLEGE MATHEMATICS
OF EIGHT ATLANTA COLLEGE GRADUATES WHO WERE GRADUATES
OF TURNER HIGH SCHOOL, Atlanta, GEORGIA

| | | |
|-------|--|---|
| N = 8 | MeanX= 2.16 MX-MY= 0.94 Mean Y= 3.10 | r = .607 Critical Value of "r" .798 |
|-------|--|---|

point average in High School Mathematics of 3.10. These same students achieved a mean point average in college mathematics of 2.16 showing a difference between the two means of 0.94. The "r" of .607 has a insignificant relationship between the high school average in mathematics and the college average in mathematics.

The data in Table 23 reveals that the twelve students graduating from Atlanta colleges in 1958 who were also graduates of Henry McNeal High School, made averages mean grade point in science, while in college,

TABLE 23

CORRELATION OF HIGH SCHOOL AND COLLEGE GRADES IN SCIENCE
OF TWELVE COLLEGE GRADUATES WHO WERE GRADUATES OF
TURNER HIGH SCHOOL, ATLANTA, GEORGIA

| | | |
|-------------|--|---|
| Number = 12 | Mean X = 2.21 MX-MY = 1.42 Mean Y = 3.54 | r = .036 Critical Value of "r" .684 |
|-------------|--|---|

of 2.12. The same students, however, had a mean average of 3.54 while in high school. These college students did not achieve or maintain the same or similar averages. The critical value for "r" being .684 showed that

this "r" was insignificant.

Summary.-- From the "r" obtained in determining the relationship of grades made by students enrolled in and graduating from Atlanta colleges who were also graduates of Turner High School, it was found that the "r"'s ranged from a positive .625 in the college freshman social science to a -.324 French at the senior level. What then can be the cause or causes for this range? If it is due to the increased difficulty of the subject matter as one progresses from one level to another? Is it due to the decrease in interest on the part of the students? Is it due to the change in instructors and or methods of instruction? Is it due to increased emphasis being placed on science thereby creating a mild universal hysteria which much have left a small tremor or fear of science in the minds of the learners? These are difficult questions to answer, however, the data as collected, analyzed and statistically treated and interpreted is summarized in the paragraphs to follow:

1. The level of average grades on the college level has been an increase for Turner High School graduates from 1953 to 1957. The important increases have been in the fields of English, Mathematics, and Foreign Languages. In social Studies and Science there have been a fluctuating of performances.

2. Each class college average was definitely below the average made while in high school.

3. In subject areas the college students achieved an average in social studies that was close to, though lower than, the average made in high school.

4. There were no significant relationships between grades made in high school and college in the areas of science, Mathematics and English

for students in their freshman year.

5. There was a significant relationship in social studies for the freshman college group.

6. There were no significant relationship in the areas of Mathematics, Science, English and French.

7. For the junior college group, in the areas of science, Mathematics, and English the relationships were insignificant.

CHAPTER III

SUMMARY AND CONCLUSIONS

Introductory Statement.-- This study was concerned with the academic achievement of graduates of the Henry McNeal Turner High School as a predictor of their success in college. In particular, those students who enrolled in Atlanta colleges.

Evolution of the Problem.-- It is said that learning is fundamentally an individual and personal matter and that a person learns more effectively in his own peculiar way. This certainly implies that learning differs. Also, the amount and quality of subject matter learned may also differ. These questions then come to the mind of the writer: Is learning a continuous process? Are the materials learned and/or mastered in high schools foundations for materials to be learned in college? How well are we preparing high school students for the transition to college life? And, how well do they achieve the goals for which they seek. The questions, surely could not be answered without some sort of investigation; and yet, one investigation, to the mind of the writer, would not give the answer to all of the problems.

Even with the above mentioned questions, it is felt that the student who succeeds in high school will succeed in college and that there is no significant difference between grades made in high school and those in college. Yet, a question still lingers. How reliable are high school grades in predicting college success? What is the rela-

tionship, if any between grades made in High School and those made in College? These questions lead to formulation of the problem involved in this study.

Contribution to Educational Knowledge.-- The probable value of this research may be characterized as follows:

1. The study may have educational value in terms of its applicability to the Turner High School situation and to the generalized situation at large.
2. The study may reflect new needs to be provided in the educational program at Turner High School.
3. Information from a study of this kind may prompt certain recommendations which may serve to improve the Turner High School educational program.
4. It may serve to encourage capable graduates to enroll in Atlanta Colleges.
5. If the teachers' evaluation of student's performances are valid and objective, the results of this study should be a practical and economical channeling and guiding device for the public schools toward college pursuits.

Statement of the Problem.-- This study was concerned with the extent to which grades made in high school are useful in predicting college grades.

Limitation of the Study.-- Success was not correlated with intelligence, because intelligence test was not given to all students in high school nor college.

Purpose of the Study.-- The general purpose of this study was to

determine the extent of which academic success in Atlanta Colleges can be predicted from academic performances of graduates of Turner High School. The more specific purposes of this problem were as follows:

1. To determine how many Turner High Graduates enrolled in the colleges of the Atlanta University Center.
2. To determine the average grades of the selected Turner High School student as recorded in the Turner High School records.
3. To determine the average grades in subject matter areas manifested by students in High School.
4. To determine how the average grades made in high school compare with their average college grades.
5. To determine how the average grades made in high school compare with the college freshman average grades.
6. To determine the relationship, if any, between grades made in High School and those made in college.
7. To determine the level of academic performance during career in high school.
8. To determine whether predictions can be made from high school grades.
9. To list the conclusions, implications and make recommendations.

Definition of Terms.--- Significant terms used throughout the study

are defined below:

1. "Predictor" as used in this study refers to the procedure whereby success in college can be or is based upon success in high school.
2. "Grades" refer to indicated level of academic performance as

given by the teacher.

3. "University System" as used in this study refer to the Negro Colleges in Atlanta. Namely, Morris Brown, Clark, Spelman, and Morehouse for undergraduates.
4. "Academic Performance" refers to grades received from classroom work.

Locale of Study.--- The gathering of the data necessary for this study was done in Atlanta, Fulton County, Georgia, 1958-1959.

Period of the Study.--- This study included the period from 1952-1957. This period was chosen because it represented a period during which students had opportunity to graduate from Turner High School and to attend and/or graduate from college.

Method of Research.--- The Descriptive Survey Method of research employing document records, and teacher grades were used to collect data necessary to this study.

Materials.--- The materials which were utilized in gathering the necessary data for this research were:

1. Records of the Henry McNeal Turner High School for the years 1952-1957.
2. The records of the four colleges in the Atlanta University Center for the years 1954-1958.

Procedure.--- The procedural steps used in the conduct of this study were as follows:

1. The related literature pertinent to this research were reviewed, summarized and is presented in the finished thesis copy.

2. Permission to use the records of the Turner High School graduates from 1952-1957 was obtained from the proper officials in the Atlanta Board of Education.
3. Permission to use the records of the Turner High School graduates that attended the four Atlanta colleges were obtained from the registrars of the four colleges.
4. The data abstracted from college and high school records were assembled in appropriate graphs and tables for proper descriptive and statistical treatment.
5. The analysis and interpretation of this data were accomplished as indicated by the purposes of the research.
6. The findings, conclusions, implications, and recommendations derived from the analysis and interpretation of the data are included in the contents of the finished thesis copy.

Summary of the Related Literature.--- Several pieces of related literature pertinent to this study are summarized in the statements that follow:

Rivett found that pupils whose scholarship is excellent in high school will do excellent work in college, that those whose scholarship is good in college will do good work and those whose scholarship is fair will do fair college work.

Froehlick at the University of Wisconsin found that if a pupil has stood in the first quarter of a large class through high school, the chances are four out of five that he will not fall below the first half of his class in the university.

Lloyd-Jones at the Northwestern University found that:

1. High ranks in high school scholarship tend to be associated with high ranks in college scholarship.
2. Ranks in high school graduating class is more clearly associated with the future success than the average high marks.

Dr. Horst, a psychologist at the University of Washington found that his system of forecasting student grades 90% right as an academic tipster. Dr. Horst system is based on high school records plus seven aptitude tests.

Dailey found that those students who graduated from high school with grades that placed them in the "Excellent Group" need have any fear of leaving college because of low grades.

She also found that those students who graduated with grades that placed them in either the good or fair group had about one chance in two of graduating.

Cruze stated that success in any school task is dependent in large measure upon degree of mental maturity sufficient to enable the pupil to deal with the symbols, ideas, problems and material being studied. Other factors necessary for educational success include specific skills such as reading, writing, and manual skills; an experimental background sufficiently rich to make school task meaningful and develop habits of concentration, attention, persistence and self-reliance.

Beavers believes that the parental background of the students could not be used as indices for predicting his success, but that various activities, self discipline, and environmental conditions exert influence on the success of the students while in college and contribute

to their success in later life.

Travers found that the best predictor of college marks are high school percentile ranks.

Stephens found that at the college level, high school grades gives a somewhat better prediction than other index.

Baker found that success depends on the program that he elects to take.

Davidson found that the previous ranking of pupils in the accredited high school furnished a satisfactory means for forecasting the likelihood of successful work at the university.

Symond and Jackson found that marks are invalid as measures of achievement partly because teachers let their biases toward pupil warp their judgment. The pupil who is neat, clean, well mannered, orderly, prompt and zealous in his achievement warrants, while the pupil who is rude, insolent, disorderly and lazy tends to get lower marks than he deserves.

Travers and Wallace found that tests when given to predict success are inconsistency.

Summary of Basic Findings.-- The significant findings from this research are arranged according to grade and tables in the thesis copy. Two graphs and twenty-four tables are included in the completed study which the investigator hopes will render added assistance for those who undertake to scrutinize this report. The investigator also feels that these tabular data tend to give graphic clarification and/or substantiation to the research.

The summary of data pertinent to this research are presented below:

The Occupational Status of Parents of Graduates of Turner High School from 1953 to 1957: Showed that of the 1,201 parents listed, 593 were male and 608 were female. The writer concluded that the graduates of Turner High School came from average families because the data revealed 362 or 30.14 percent of the parents were employed as laborers and 215 or 17.90 percent as domestic workers and 90 or 7.49 percent of the parents occupation were listed as professional and semi-professional.

Number of Students Graduating from Turner High School and Percentage of those Students that Enrolled in Atlanta Colleges from 1953 through 1956: Indicated that during the five year period from 1953 through 1957, there were a total of 653 students graduated from Turner High School. Of this number 166 or 25.4 percent enrolled in colleges in Atlanta, Georgia. Of the total 166 graduates enrolled in Atlanta Colleges, ninety were in Clark, twenty in Morris Brown, thirty-five in Spelman, and twenty-one in Morehouse College.

The table showing the Graduates of Henry McNeal Turner High School Achievement Averages in High School and College: Indicated that of the average grades made in college by the Turner High School Graduates from 1953 to 1957 were lower than those made by the same students while they were in high school. The data further revealed that only in Social Studies did they attain an average in college close to the one in high school. In all of the other areas the averages were lower.

The table showing the Correlation of Grades in High School and College Science of twenty-three College Freshmen who were Graduates of Turner High School: Indicated that for the college freshmen group the "r" of the high school science and college science was .189. The "r" itself

was positive but not large enough to warrant the conclusion that the indicated relationship was significant. Therefore, the data implied that there was not a significant relationship between grades made in high school and college science by the college freshman group.

The table showing the Correlation of Grades in High School and College Mathematics made by twenty-three College Freshmen: Showed an "r" of .245. This "r" was positive but not large enough to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between grades made in high school and college mathematics by the college freshman group.

The Correlation of Grades in High School and College English of twenty-three Freshmen: Showed an "r" of .055. The "r" itself was positive but too small to warrant the conclusion that there was any relationship or that it was significant.

The Correlation of Grades in High School and College Social Studies for twenty-three Freshmen: Showed an "r" of .625. The "r" was positive and large enough to warrant the conclusion that there was a significant relationship between grades made in high school and college social studies by the twenty-three freshmen group.

The Correlation of Grades in High School and College Social Studies of twenty-four Sophomores: Showed an "r" of .430. The "r" itself was positive but not large enough to warrant the conclusion that there was a significant relationship between grades made in high school and college social studies by the college sophomore group.

The Correlation of Grades in High School and College Mathematics of

twenty-six sophomores: Showed an "r" of $-.121$. The "r" was negative and too small to conclude significant relationship.

The Correlation of Grades in High School and College Science of twenty-four Sophomores: Showed an "r" of $.436$. This "r" was positive but not large enough to warrant the conclusion that the indicated relationship was significant. Therefore the relationship was insignificant between grades made in high school and college mathematics.

The Correlation of Grades in High School and College English by thirty College Sophomores: Showed an "r" of $.087$. This "r" was too small to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was no significant relationship between grades made in high school and college english by the sophomore group.

The Correlation of Grades in High School and College Science of six Juniors in College: Showed an "r" of $.113$. This "r" was positive but not large enough to warrant the conclusion that the indicated relationship was significant.

The Correlation of Grades in High School and College Social Science by six Juniors College Students: Showed an "r" of $-.169$. This "r" was too small, although negative to be significant. Therefore the data implied that there was not a significant relationship between grades made in college and high school social studies by six junior college students.

The Correlation of Grades in High School and College Mathematics of six College Juniors: Showed an "r" of $.185$. This "r" was positive but not large enough to warrant the conclusion that the indicated re-

lationship was significant. Therefore the data implied that there was not a significant relationship between grades made in high school and college mathematics by the college junior group.

The Correlation of Grades in High School and College English by six College Juniors: Showed an "r" of .75. This "r" although positive was too small to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between grades made in college and high school english by the six college juniors.

The Correlation of Grades in High School and College English of twelve College Graduates: Showed an "r" of .312. This "r" was positive but not large enough to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between grades in high school and college english of the twelve college graduates.

The Correlation of Grades in High School and College French of seven College Graduates: Showed an "r" of -.324. This "r" although negative was too small to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between grades made in high school and college french by the seven Atlanta college graduates.

The Correlation of Grades in High School and College Social Science of twelve Atlanta College Graduates: Showed an "r" of .330. The "r" although positive was not large enough to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between high school and college grades in social studies of the twelve graduates.

The Correlation of Grades in High School and College Mathematics of eight Atlanta College Graduates: Showed an "r" of .607. Although this "r" was positive it was not large enough to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was no relationship between grades in high school and college mathematics of eight Atlanta College graduates.

The Correlation of Grades in High School and College Science of twelve Atlanta College Graduates: Showed an "r" of $-.036$. This "r" although negative was too small to warrant the conclusion that the indicated relationship was significant. Therefore the data implied that there was not a significant relationship between grades made in high school and college science of the twelve college graduates.

Conclusions.--- The findings of this study warrant that certain conclusions be drawn. The conclusions so warranted are:

1. High school academic performance is not or can not be used as a sole predictor of college success in all areas.
2. Students entering Atlanta colleges seem to either drop out, leave or fail to take some of the basic courses in the upper college level.
3. High school grades in science, mathematics and english could not be used as predictors for performances in college during the freshman year of college.
4. High school grades in social studies could be used to predict success in social studies at the freshman college level.
5. High school grades in mathematics, english, and science could not be used to predict success.

6. High school grades can not be used to predict success throughout the four year college range.
7. Although students did not achieve similar averages in colleges to the ones made in high school. Some of the students did achieve enough, although maintaining lower averages, to complete college.
 - (a) The excellence of success at the college level was not similar to the excellence of success at the high school which might arise out of the hierarchy or difficulty at the different level.

Implications.-- The findings and conclusions of this report or research warrant that certain implications be drawn. The implications of this study are:

1. Measurements of evaluating students high school performances were more subjective than objective or that the grades A, B, C etc. as used in the colleges do not mean the same as they do in high school.
2. The level of aspirations of students appeared to be on the wane in college rather than on the rise.

Recommendations.-- The interpretation of the findings, conclusions and implications of the data of this research warrant that the following recommendations be made:

1. That a study be conducted to ascertain why the better high school students perform poorer in college than they do in high school.
2. That Turner High School make a continuous and/or periodic

follow up on the performances of student enrolled in college.

3. That college preparatory courses in science and english be instituted at the Turner High School for all seniors desirous of attending college.
4. That a more objective system of grading be instituted, so as to make the grades reliable.
5. That a study be made to ascertain to what extent should preparatory courses be extensive for students attending college.

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